Iowa Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing Directions: Individual Family Service Plan (IFSP)

- Consider the ECC content areas (Audiology, Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) with any student who is deaf or hard of hearing being considered for or currently on an IFSP <u>and</u> receives services by a Teacher of Students who are Deaf or Hard of Hearing and/or Educational Audiologist.
- 2. The Teacher of Students who are Deaf or Hard of Hearing and/or Educational Audiologist shall complete the **ECC-DHH Checklist** with the family, student (as appropriate), and/or any team members. This should be completed prior to the IFSP meeting.
 - a. Check "yes" if a skill area under a content area is a current need.
 - b. Check "no" if a skill area under a content area is not a current need.

	Checklist	
udent Name:	Date	Completed:
Parents/Guardian	General Education Teacher	Educational Interpreter
Student	Special Education Teacher	Speech Language Pathologist
Educational Audiologist	Teacher of the Desifor Hard of Hearing	Others:
	t and Skill Areas. Check 🗸 "yes" if it is a orities for the upcoming year and	current need or 🗸 "no" if it is
Content Areas		
Content Areas	orities for the upcoming year and	Glg.
Content Areas Audiology Understanding Hearing Loss		
Content Areas	orities for the upcoming year and Cir.	SIS.
Content Areas Audiology Understanding Hearing Loss Amplification Management Environmental Management	orities for the upcoming year and Gir	No No
Content Areas Audiology Understanding Hearing Loss Amplification Management	orities for the upcoming year and Cir. Yes Yes Yes	No No

- 3. Before the IFSP meeting, review the skill areas checked "Yes" on the ECC-DHH Checklist
 - a. Under each content area, determine which skill areas are a current priority by circling them



b. For each priority on the **ECC-DHH Checklist**, refer to the corresponding content area on the **ECC-DHH Needs Assessment**

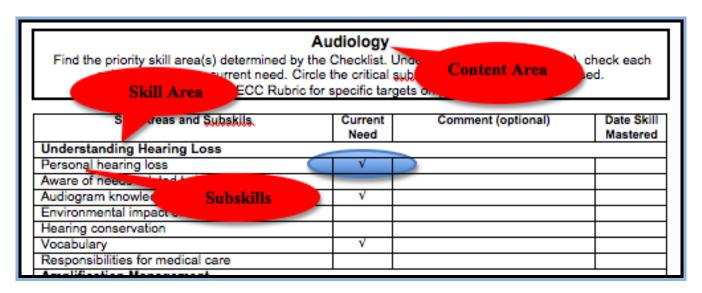
Audiology

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill, which is a current need. Circle the critical subskills that need to be addressed.

Refer to ECC Rubric for specific targets on pages 10-14.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Understanding Hearing Loss			
Personal hearing loss			
Aware of needs related to loss			
Audiogram knowledge			
Environmental impact on hearing			
Hearing conservation			
Vocabulary			
Responsibilities for medical care			
Amplification Management			
Understands benefit of amplification			
Appropriate use of amplification			
Care and maintenance of equipment			

- 4. Prior to the IFSP meeting, complete the **ECC-DHH Needs Assessment** under each prioritized ECC-DHH skill area from the **ECC-DHH Checklist**.
 - a. Check each subskill that is a current need.
 - b. Once the subskills are determined, circle the priorities for the upcoming IFSP.
 - c. These are the priorities that will be addressed and documented on the IFSP.



5. At the IFSP meeting, discuss the subskills that are a priority (blue circle, above). Specific targets are listed in the Content Area(s) rubrics of the Expanded Core Curriculum or Students Who Are Deaf or Hard of Hearing document. Utilizing targets is an optional tool for developing the outcome.

П					
	Audiology				
‡÷	In this rubric, typically, "Early" will begin in the preschool years, "Emerging" in the elementary years, "Intermediate" during late elementary and middle school, while "Advanced" is completed by the end of high school. These are only guidelines. Each child is unique and will progress at his/her own rate. Assessing these targets can be accomplished informally.				
l	Skill Area	Early	Emerging	Intermediate	Advanced
	Understanding Hearing Loss	Recognizes that he/she has a hearing loss Indicates "better" ear, if applicable Aware of needs related to hearing loss (e.g., must listen, look to speaker, must be seated strategically, etc.) Can identify an audiogram	Aware that he/she the only one who hearing loss Aware that lour environment ounds may damage one's hearing Identifies the three parts of the ear (outer, middle, and inner) Identifies types of hearing loss (conductive, sensorineural, mixed) Able to explain cause of	parts and f the ear e types of ss luentifies his/her type and degree of hearing loss Explains aided and unaided hearing loss Understands speech reception threshold scores shown on an audiogram Talks comfortably	Can explain own hearing loss type, degree and etiology Demonstrates knowledge of hearing test and audiogram Recognizes that people may respond to him/her differently due to hearing loss Indicates what they hear and understand in varying environments Makes and keeps appointments with FNT

- 6. Determine how each prioritized subskill will be addressed. Document team decisions on appropriate IFSP paperwork.
 - a. Possible decisions.
 - i. Awareness by all members of IFSP the team is aware that there is either a concern(s) or there are no concerns but either way no further action will be taken at this time.
 - ii. Family's responsibility the family will address this concern(s) outside of any home visit. Other IFSP team members will have a limited role.
 - iii. Outcome the concern(s) has been determined to be an instructional need and requires an outcome and data collection.
 - b. Documentation of decision
 - i. Awareness by all members of IFSP
 - 1. All areas, whether it is a concern or not, will be documented on the Evaluation and Assessments form under "Additional Information/Evaluations."

Vision:
Hearing:
Nutrition:
PEACH score:
Overall current health status:
Additional Information/Evaluations:
All ECC-DHH content areas (Audiology, Career Education, Communication, Family Education, Functional Skills for
Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered and there are no concerns at this time.

OR

Vision:
Hearing:
Nutrition:
PEACH score:
Overall current health status:
Additional Information/Evaluations:
All following ECC-DHH content areas (Career Education, Communication, Family Education, Functional Skills for
Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered
and there are no concerns at this time. However, the ECC-DHH content area, Audiology, was determined to be a concern
area but it will not be addressed at this time.

ii. Family's responsibility

1. IFSP – all content areas, whether it is a concern or not, will be documented on the Evaluation and Assessments form under "Additional Information/Evaluations. The family's future tasks will be described as it relates to their needs in the identified content area.

Vision:
Hearing:
Nutrition:
PEACH score:
Overall current health status:
Additional Information/Evaluations:
All ECC-DHH content areas (Career Education, Communication, Family Education, Functional Skills for Educational
Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been addressed. The family has determined a need in the content area of Audiology. They will gather additional information related to their child's hearing loss in order to better understand the medical diagnosis.

iii. Outcome(s)

- 1. Use the corresponding ECC-DHH content area rubrics and/or assessment matrix to determine current child level.
- 2. From those tools, develop measurable IFSP outcomes.
- 3. The concern(s) and how it will be addressed will be documented on the IFSP Evaluations & Assessments and Outcomes forms, in the following manner.

ECC-DHH Content Areas	IFSP Domains
Audiology	Adaptive
Career Education	Adaptive
Communication	Communication
Family Education	Adaptive
Functional Skills for Educational Success	Adaptive
Self-Determination and Advocacy	Adaptive
Social-Emotional Skills	Social-Emotional
Technology	Adaptive

Vision:	
Hearing:	
Nutrition:	
PEACH score:	
Overall current health status:	
Additional Information/Evaluations:	
	on, Communication, Family Education, Functional Skills for Educational
	Social-Emotional Skills, and Technology) have been considered. The d a need and requires more direct instruction in an outcome from a Teacher of

Child Name: Jane Doe		DOB: 01/01/2010	Current Date: 07/01/2010	
Early.		IFSP Outcomes		
☐ Interim Initia	☐ Interim Initial ☐ Periodic ☐ Annual			
■ Transition-related	☐ Transition-related			
Outcome # 1 Outcome expected based on family priorities.	Outcome expected trained on			
Criteria Obse va ble/measu a ble action or behavior to show	child's type and degree of hearing loss with 100% accuracy.			
The family will be able to describe Hertz, Frequency, mild loss, moderate loss, severe loss, then graph their child's loss on an audiogram. No standard of comparison is available. Base is 0% therefore discrepancy is 100%.				
Timeline	6 months (July 2010 - Jar	nuary 2011)		

7. Repeat steps 2-6 annually.